Unconscious Bias: Examining the Dynamic Inclusive Hiring Process

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Index Cards

Questions
Comments to share
Ideas to take home
Race/Ethnicity as a Percent of Faculty

Source: Data Digest 2014
Race/Ethnicity as a Percent of Academic Staff

Source: Data Digest 2014
Race/Ethnicity as a Percent of Classified Staff

Source: Data Digest 2014
Persons Reporting a Disability

7%: Academic/University Staff
6%: Faculty
Unconscious Bias

The tendency of our minds to apply characteristics of groups (real or imagined) to our judgments about individual group members.
Role Congruity/Incongruity

The fit (or lack of fit) between gender norms and workplace roles
### Occupational Role Congruity for men

**Men**
- Strong
- Decisive
- Independent
- Don’t ask for directions
  - Logical
  - Lack emotions
- Love sports
- Good at math

**Women**
- Nurturing
  - Nice
- Supportive
  - Helpful
- Sympathetic
  - Verbal
  - Social
  - Creative

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**“Engineer”**?
Common racial/ethnic stereotypes

<table>
<thead>
<tr>
<th>African-Americans(^1)</th>
<th>Chinese(^2)</th>
<th>Latinos(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic</td>
<td>Disciplined</td>
<td>Poor</td>
</tr>
<tr>
<td>Rhythmic</td>
<td>Competitive</td>
<td>Have many children</td>
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<tr>
<td>Low in intelligence</td>
<td>Loyal to family ties</td>
<td>Illegal immigrants</td>
</tr>
<tr>
<td>Lazy</td>
<td>Scientifically minded</td>
<td>Dark-skinned</td>
</tr>
<tr>
<td>Poor</td>
<td>Business oriented</td>
<td>Uneducated</td>
</tr>
<tr>
<td>Loud</td>
<td>Strong values</td>
<td>Family-oriented</td>
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<tr>
<td>Criminal</td>
<td>Clever</td>
<td>Lazy</td>
</tr>
<tr>
<td>Hostile</td>
<td>Serious</td>
<td>Day laborers</td>
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<tr>
<td>Ignorant</td>
<td>Determined</td>
<td>Unintelligent</td>
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<tr>
<td></td>
<td>Logical</td>
<td>Loud</td>
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<tr>
<td></td>
<td>Wise</td>
<td>Gangsters</td>
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</tbody>
</table>

Hiring Lab Managers
Fig. 1. Competence, hireability, and mentoring by student (collapsed across faculty gender). All student gender differences ($P < 0.001$). Scales range from 1 to 7, with higher numbers reflecting the extent of each variable. Error bars represent SEs. $n_{\text{male student}} = 64$, $n_{\text{female student condition}} = 64$.

Fig. 2. Salary conferral by student gender condition (collapsed across faculty gender). The student gender difference is significant ($P < 0.01$). The scale ranges from $15,000$ to $50,000$. Error bars represent SEs. $n_{\text{male student condition}} = 63$, $n_{\text{female student condition}} = 64$. 
Résumés sent to a variety of employers advertising openings in local newspapers in Chicago and Boston

Bank of résumés randomly assigned “white-sounding” or “African American-sounding” names

Applicants with “white-sounding” names were more likely to be called back to interview for positions

For “white-sounding” names, applicants with better qualifications were more likely to be called back. For “African American-sounding” names, applicants with better qualifications were not more likely to be called back

Small Group Discussion:
One example you have witnessed of unconscious bias in a hiring setting
Small Group Discussion:

One example of an action that WORKED to reduce unconscious bias
Strategies for Minimizing Unconscious Bias

- Replace your self-image as an objective person with recognition and acceptance that you are subject to the influence of bias and assumptions
  

- Diversify your search committees
  
  - Social tuning/increased motivation to respond without bias
  
  - Counterstereotype imaging

- Critical mass—increase the proportion of women and minorities in the applicant pool

Bias Reduction Strategies (cont’d)

- Develop and prioritize criteria prior to evaluating applicants

- Spend sufficient time and attention evaluating each application

- Focus on each applicant as an individual and evaluate the entire application package
After the hire.....
Small Group Discussion:
What is something you personally have learned, or witness change over time at UW-Madison about making our workplace climate a supportive one for all?
THANK YOU!